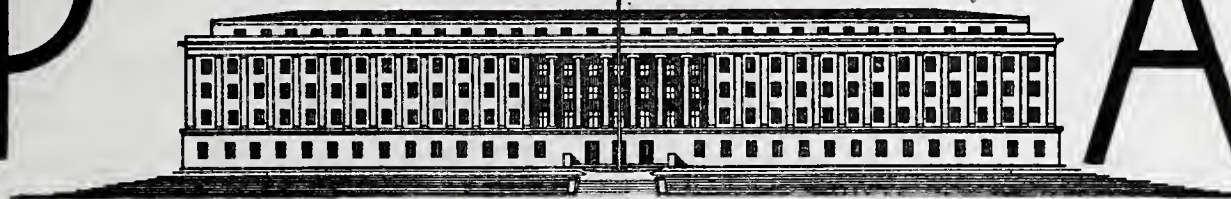


# PUBLIC • EDUCATION



# PENNSYLVANIA



Monthly Bulletin  
DEPARTMENT OF PUBLIC INSTRUCTION  
Commonwealth of Pennsylvania



DESTINY IN COMMENCEMENT  
(See Page 3)

VOLUME 5

June 1938

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## PUBLIC • EDUCATION



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## SCHOOL CALENDARS

ANTICIPATING  
ANNIVERSARIES

## JUNE

- 6 NATHAN HALE, 1755-1776, sol-  
dier and patriot
- 9 JOHN HOWARD PAYNE, 1791-  
1852, author of *Home Sweet  
Home*
- 10 NATIONAL FLOWER SHUT-IN  
DAY
- 12 Children's Day or Flower Sunday:  
Usually observed in the churches  
throughout the United States
- 14 FLAG DAY: Anniversary of the  
Formal Adoption of the "Stars  
and Stripes" in 1777
- 14 HARRIET BEECHER STOWE,  
1811-1896, novelist, abolitionist,  
philanthropist. Author of "*Un-  
cle Tom's Cabin*" and other  
works. Elected to the Hall of  
Fame in 1910
- 15 Magna Charta signed 1215
- 15 BENJAMIN FRANKLIN identi-  
fied electricity by the use of a  
kite in 1752
- 15 National Better Housing Week
- 19 Father's Day
- 21 Summer begins
- 21 DANIEL C. BEARD, 1850,  
Naturalist and author; pioneer  
in the Boy Scout Movement
- 21 CONSTITUTION RATIFICA-  
TION DAY: One hundred fif-  
tieth anniversary of the final  
ratification of the nation's great  
change by the ninth and enab-  
ling state (New Hampshire) in  
1788
- 23 WILLIAM PENN'S Treaty with  
the Indians, 1683
- 24 HENRY WARD BEECHER, 1813-  
1887, Orator, reformer, and  
preacher of rare eloquence and  
personality; opponent of slav-  
ery. Elected to the Hall of  
Fame in 1900
- 27 HELEN ADAMS KELLER, 1880:  
Probably the most notable blind  
deaf mute in the history of ed-  
ucation
- 30 SAMUEL HAMILTON, 1856-1922.  
Author of "*Hamilton's Arith-  
metic*"; outlined plan for State  
School Directors Association.  
On roll of honor engraved on  
the frieze of the Education  
Building at Harrisburg

## EDUCATIONAL EVENTS

## JUNE

- 9 National Fire Protection Associa-  
tion. Atlantic City, New Jersey  
(four days)
- 10 Federation of Business and Pro-  
fessional Women's Clubs. Buck  
Hill Falls, Pennsylvania
- 12 American Bible Society  
New York City
- 13 School of Family Relationships,  
Pennsylvania State College.  
State College, Pennsylvania  
(five days)
- 13 American Library Association.  
Kansas City, Missouri (six days)
- 20 Rotary International. San Fran-  
cisco, California (four days)
- 21 Special Libraries Association.  
Pittsburgh, Pennsylvania (three  
days)
- 21 Institute of International Rela-  
tions. Pennsylvania State Col-  
lege, State College, Pennsyl-  
vania (ten days).
- 23 American College Publicity Asso-  
ciation. Pittsburgh, Pennsylva-  
nia (three days)
- 26 Kiwanis International. San Fran-  
cisco, California (five days)
- 26 National Education Association.  
New York City (five days)
- 26 American Association on Mental  
Deficiency. Seattle, Washington  
(seven days)
- 26 American Association of Psychi-  
atric Social Workers. Seattle,  
Washington (seven days)
- 26 American Association Schools of  
Social Work. Seattle, Washing-  
ton (seven days)
- 26 American Association of Visiting  
Teachers. Seattle, Washington  
(seven days)
- 26 American National Red Cross. Se-  
attle, Washington (seven days)
- 26 Child Welfare League of Amer-  
ica, Inc. Seattle, Washington  
(seven days)
- 26 Clinical Psychology Group. Seat-  
tle, Washington (seven days)
- 26 National Child Labor Committee  
Conference. Seattle, Washington  
(seven days)
- 26 National Council for Physically  
Handicapped. Seattle, Wash-  
ington (seven days)
- 28 American Home Economics Asso-  
ciation. Pittsburgh, Pennsylva-  
nia (four days)

BUSINESS CALENDAR FOR  
SCHOOL OFFICIALS

## JUNE AND JULY

Due	Subject of Report	Sections of Law	Form Number of Report
JUNE			
1	Supervisors of Agriculture Annual Report	3401-7	Mimeographed
1	Settlement with Tax Collector.....	559-51-49-46	

(Continued on Page 19, Columns 2 and 3)



# EXECUTIVE OFFICE

LESTER K. ADE, M.A., Ph.D., Litt.D., LL.D.

Superintendent of Public Instruction



## Destiny in Commencement\*

As we contemplate commencement, we instinctively reflect upon the upward progress in the evolution of mankind. This significant process is strikingly impressed on the minds of those who view the famous sculpture in which "Man Chisels His Own Destiny." We think of education as growth which tends to lead the learner into ever higher levels of interest and activity. Thus as the individual works out his career he rises from the physical plane of life to the higher intellectual plane and from thence progresses to the rarer spiritual life.

### The Perfect Happiness

The perfect happiness exists only on this spiritual level which is characterized by a zeal for the true, the beautiful, and the good. It is through appreciation and creation of beauty as manifested in music, poetry, painting, and sculpture that the pupil attains his fullest destiny. Through these channels he cultivates the finer emotions, develops a constructive imagination, and reaches a place where his life, individual and social, becomes an art.

### Universal Beauty

It is the function of education not to bring beauty down to the individual, but to develop in the individual the capacity to adjust himself upward to the happiness of a higher life characterized by beauty. This is achieved by means of association with the best elements in the environment. Beauty, whether it be in physical, mental, or spiritual form is a daily need for all and should, therefore, be commonly shared. It is the universal language that is understood by all creeds and classes without the aid of translation.

### Youth in Armor

Armored with this spiritual strength our youth come from the guiding and stimulating experiences of our secondary schools at commencement time and enter the world with a deep-seated desire to right social wrongs, make the world a better place for others, practice the fine art of living, and attain their highest destiny.

\*PUBLIC EDUCATION desires to credit the artist, Harry S. Moskowitz, with the drawing appearing on our June cover, and Mr. Samule S. Fleisher, for his cooperation and courtesy in supplying the drawing and securing permission for the use of famed Alvin Polasek's sculpture, "Man Chisels His Own Destiny."

## Aviation Builds A New America

### Stimulates the Imagination of Youth to Boundless Enterprise

Swift strides in aviation progress are stirring the imaginations of youth and adults and stimulating our national development toward a new America. Everywhere there is evidence that the next epochal advancement of our civilization will be airward. Symbol of progress, the airplane, with its potentialities of speed and efficiency, has caught the imagination of the nation to such an extent that today the eyes of millions are intently turned toward the sky.

### Reduces World to a Small Neighborhood

From the fragile box-like crafts of a short generation ago to the sturdy giant like stream-line denizens of our own day, the airplane has decimated the distance between nations and conquered barriers that were once the formidable obstacles to speedy international relations. The social implications impinging upon the close relations of the peoples of the world by the network of airlines are far-reaching and deeply significant. This modern machine of civilization is bringing the nations of the world into a small neighborhood of adjoining yards and making it possible in the course of a day for one to see peoples of different nationalities in their native states. Such is the unimaginable power of aviation in international relations.

### Appeals to Youth

Aviators are heroes in the eyes of our youth. The highest hopes of our young aspire in the direction of aviation in one form or another. This strong universal appeal suggests limitless educational possibilities in this field. Our present youth were born too late to grow up with the railroad and the steamship; but they were not born too late to hitch their careers to the star of aviation. The deep ambition of thousands of our young men and women to rise with this new enterprise exercises a strong influence on character, the spirit of public service, good citizenship, and other wholesome attitudes and ideals sought through the program of the schools.

### Serves Educational Needs

Aviation is well adapted to use in the program of public education. It has arisen

## U. S. Consultant in Vocational Education

The transfer of Mr. Frank Cushman from Chief of the Trade and Industrial Education Service to the position of Consultant in Vocational Education, has been announced by the United States Office of Education. For the time being the administration of the Trade and Industrial Education program in the Office of Education will be a direct responsibility of Dr. J. C. Wright, Assistant Commissioner for Vocational Education.

In the position of Consultant in Vocational Education, Mr. Cushman will carry on investigations and research in the field of vocational education and will assist the various technical services both in the Office of Education and in State Departments of Education to plan, organize and conduct studies in original research in all of the fields of vocational education and rehabilitation. His services will be available for the education of conference leaders for various purposes, especially in connection with programs of vocational education administered by other governmental departments, agencies, committees, and national associations such as the International Association of Fire Chiefs, the International Association of Fire Fighters, and the International Association of Chiefs of Police.

from a felt social and industrial need; it is directly related to many activities already in the school; it ties up with community and national interests; and above all, it is still in a pioneering stage and vibrant with individual and social possibilities.

### A Part of American Life

Aviation is a part of American life. It delivers our mail, carries our passengers, and defends our frontiers. We observe aviation activities in the motion picture, newspapers, on our radios, in our conversation, on our billboards, in the skies above, and on the numerous modern landing fields that dot the terrain in every direction. America is built by her industries. This newest one holds possibilities—social, industrial, and educational that are not comparable with those of the greatest in our history.



## EXECUTIVE OFFICE—Continued

### Helping the Rising Generation

#### Ethical Principles Only Bulwark in a Surging Social Scene

With courage and conviction, our educational leaders must squarely face the formidable factors which are so disturbing to our young generation. The challenging difficulties confronting those charged with the responsibility of effectively guiding the new generation through a swiftly changing world must be recognized. New needs arise so rapidly that it becomes difficult even for experienced travelers to choose their steps on solid ground. Each new generation in reality faces a new world. To further complicate the process, the changing environment is accompanied by an ever-shifting emphasis in individual and social ideals. Every succeeding environment engenders a new sense of values, and each new sense of values gives rise to new sets of ideals. Thus the riddle of life becomes increasingly confusing, especially to the immature and inexperienced.

#### Constant Principles to Steady Our Course

Fortunately, however, there are permanent rocks to which we may cling. Constant principles such as honesty, justice, love, and humaneness abiding forever. Every crisis is a challenge to these human qualities. Recurrent war, crime, depression, famine, and plague leave only these eternal qualities on which mankind may rise again.

#### Institutions Evolve to Meet New Needs

The respect which we have for our social institutions—government, school, church, trade, and home—should be based upon a sympathetic understanding rather than upon tradition or sentiment. These institutions are the result of centuries of striving. They are deep-rooted in the thought and achievement of Greece and Rome, the Renaissance culture of Italy, and individualism of the Anglo-Saxon and the French Revolution; the hardness of the pilgrim and the pioneer, and the metallic soil of industry. Our respect should be born of the realization that those institutions are growing. It is not those who favor growth and change, but rather those who try to restrain growth who endanger our safety. We desire a living, evolving, social order which is kept alive by thinking, growing individuals. Not by indoctrination, but rather by experience with real problems, can continuous cooperative thinking be assured society—a society in which the people approach life reasonably and fearlessly and with eyes and minds open.

#### Wholesome Social Attitudes Important

Happy living presumes a society characterized by wholesome social attitudes. Among the most important of these are the attitude of tolerance, the attitude of respect for constituted authority, of relying upon orderly methods to gain social ends, or working harmoniously with others, of respect for personality, of voluntary responsibility, of the desire to make democracy function, and to promote the welfare of the individual and society.

Preparing children for life as individuals as well as for living in harmony with other people, constitutes the major educational re-

sponsibility. Democracy depends on education just as education depends on democracy. A conflict of group interests and a clashing of individual opinions are inevitable, but out of social striving, democracy is born. The blending of individual struggles into harmony is the major function of education from our point of view. Individuals must cooperate to achieve. Social animals know this by instinct, but we must teach our children.

#### Individualism Balanced with Social Growth

Likewise, education must concern itself with the growth, needs, and emotional life of the learner. Thus, both the child's interests and the interests of society are recognized in the modern school. Education, while preparing for life, is at the same time life itself. It gives the child new ways of thinking and of living. Some have unwisely emphasized the individual, others the social aspect of education. In truth, individualism must be balanced with social growth. A social philosophy which fails to provide for individual freedom is a destructive force, and individualism which is blind to group action and values, is dangerous, if not fatal. Education is concerned with the growth of society as a whole.

#### Supreme Importance of Character

In this advanced generation brilliant men witness the use of genius in the exploitation and destruction of humanity. The very forces that should vigorously serve mankind have been perverted to destructive ends. This paradox of our age signifies that behavior lags behind intellectual achievements. A fundamental function of education, therefore, is to reassert the supreme importance of good character—integrity, honor, and brotherhood. A love of learning should accompany a loyalty to morality, for intellectual loyalty implies loyalty to virtue. Thus, education should afford the finest possible intellectual stimulation to youth in an atmosphere of warm religious belief.

#### Education and Religion

The development of the civilization we now enjoy has resulted not from a single force but from two reciprocal forces—religion and education. Our civilization is a pattern fashioned by these two elements and it is the finest pattern yet discovered by man. This two-fold gospel of education and religion has rendered a service to humanity which no man can measure. It produces men and women possessing not only fine cultivated minds but a deep desire to serve society.

Intellectual education alone cannot pull the dead weight of humanity, cannot adequately aspire and strengthen spiritual man. Complete education must set the hearts of youth afire with a love of humanity and arouse in them a desire to battle for righteousness and a better world. The two great forces, education and religion, together can accomplish this important end and reestablish the moral law in our bright world.

### Yellow "Blackboards" May Conserve Sight of Pupils

Black and white are such an obvious contrast that even educational experimentals until lately have never questioned the use of white chalk on black boards in the schoolroom. However, in the midst of an age of color it is not surprising that even this traditional combination should undergo new trial.

#### Makes Learning Easier

After experimenting with almost numberless combinations, the National Institute of Industrial Psychology has found evidence to indicate that blue chalk on a yellow board lessens eye strain of pupils and adds to the cheerful atmosphere of the classroom. The use of these colors for "blackboard" activities in school, the study indicates, removes these obstacles and makes learning easier. Pupils are able to learn ten per cent more from the blue and yellow board than they could from the black and white board.

#### Child Conservation

Pennsylvania has been giving considerable attention to the conservation of hearing of children through the use of audiometric testing this year. Further studies may reveal the desirability of establishing new techniques for the conservation of sight with respect to the colors of the classroom interiors. Whatever makes for ease for learning engenders not only a greater desire to learn, but makes for happier and brighter pupils. Hence, a study of the most appropriate colors for school equipment, such as the blackboard, may lead us a step closer to the goal of perfect environment for the learning processes.

### Conference on Forums

The Department of Public Instruction recently sponsored a conference on public forums attended by a selected group of public school administrators, teachers college presidents, and members of the Department of Public Instruction. The conference was called at the quest of Commissioner Studebaker, of the United States Office of Education, who was represented by three men of the Federal Forum Project.

The purpose of the two-day conference was to demonstrate correct technique for conducting forums and to consider ways and means of promulgating the forum movement in Pennsylvania. The general topics for discussion were: The purpose and nature of a program of public forums, the present status and need for a program of public forums, and what can be done in Pennsylvania to make popular the forum movement.

It is felt that the invitation of Commissioner Studebaker confers a high honor on our Commonwealth because Pennsylvania has been selected as the first state in the country in which such a conference has been held.



## EXECUTIVE OFFICE—Concluded

# Sixty-Six County Superintendents Commissioned For Four-Year Term

## Ten New Faces Appear in Group

### Ade Appointees Retained by County Directors

In Pennsylvania there are sixty-six county superintendents. During the 1938 election of superintendents, fifty-six were returned to their positions and ten new county superintendents were chosen. Eight of the latter were elected to fill places of men who were not candidates for the office because of retirement or other circumstances. This high proportion indicates a rather definite tenure on the part of the county superintendents.

### Retired Superintendents

Those who retired from office were: N. E. Heater, Clarion County; E. R. Hadlock, Erie County; H. R. Henning, Sullivan County; C. S. Knapp, Warren County. Other incumbents who were not candidates for office were: Kent Kelley, Greene County; W. N. Johnson, Mercer County; S. V. Kimberland, Washington County; and W. F. Wilson, York County.

### Six Assistant County Superintendents Promoted

Of the ten new county superintendents elected, six were advanced from positions of assistant county superintendents. Included among these are: Byrd M. Davis, Clarion County; Willis E. Pratt, Erie County; Don C. Longanecker, Greene County; W. M. Pollard, Mercer County; Horace L. Blair, Warren County; and J. L. Roberts, Washington County.

### Ade Appointees Elected

Dr. Lester K. Ade, Superintendent of Public Instruction, since September, 1935, has appointed eight county superintendents of schools to complete the unexpired terms of incumbents who withdrew from service on account of retirement or death. Seven of these appointees, all but one in Fulton County, were elected at the 1938 elections held throughout the State.

The Superintendents who were thus appointed to fill unexpired terms and who were again chosen by their county conventions to serve a new term are as follows: Newton L. Bartges, Clinton County; Walter G. Clark, Tioga County; Arthur M. Stull, Cambria County; Dr. Lester Winger, Indiana County; Frank H. Painter, Lycoming County; Ira Y. Baker, Adams County; and Amos W. Zerbe, Schuylkill County.

### Four Have Long Records of Service

Of the sixty-six county superintendents in the State at the present time at least four have had thirty or more years of tenure in the office. Those who have rendered service during such extended periods are: J. Harry Hoffman, Bucks County; D. A. Kline, Perry County; George Grim, Northampton County; and William W. Evans, Columbia County.

Among the sixty-six county superintend-

ents elected or reelected this year, thirty-six received increases in salary ranging from \$250 to \$1500.

### Sixty-Six Begin Four-Year Terms

Below is a list of county superintendents commissioned by the Department of Public Instruction. Of the total number of county superintendents elected, fifty-six were continued in service and ten new county superintendents will take up their duties as of July 4, 1938. The new county superintendents are indicated by an asterisk:

COUNTY	SUPERINTENDENT	ADDRESS
Adams	Ira Y. Baker	Gettysburg
Allegheny	Charles E. Dickey	Pittsburgh
Armstrong	John A. Mechling	Kittanning
Beaver	E. D. Davidson	Beaver
Bedford	Lloyd H. Hinkle	Bedford
Berks	Alvin F. Kemp	Reading
Blair	M. Augustus Dively	Hollidaysburg
Bradford	J. Andrew Morrow	Towanda
Bucks	J. Harry Hoffman	Doylestown
Butler	John T. Connell	Butler
Cambria	Arthur M. Stull	Ebensburg
Cameron	C. Ebbert Plasterer	Emporium
Carbon	Stuart E. Prutzman	Mauch Chunk
Centre	F. Glenn Rogers	Bellefonte
Chester	Clyde T. Saylor	West Chester
* Clarion	Byrd M. Davis	Clarion
Clearfield	W. P. Trostle	Clearfield
Clinton	Newton L. Bartges	Lock Haven
Columbia	William W. Evans	Bloomsburg
Crawford	P. D. Blair	Meadville
Cumberland	Ralph Jacoby	Carlisle
Dauphin	I. D. App	Harrisburg
Delaware	Carl G. Leech	Media
Elk	O. G. F. Bonnert	St. Mary's
* Erie	Willis E. Pratt	Erie
* Fayette	Harry J. Brownfield	Fairchance
Forest	Frank Watson	Tionesta
Franklin	Raymond G. Mowrey	Chambersburg
* Fulton	Harold C. Welsh	McConnellsburg
* Greene	Don C. Longanecker	Waynesburg
Huntingdon	Joseph H. Neff	Huntingdon
Indiana	D. L. Winger	Indiana
Jefferson	John H. Hughes	Brookville
Juniata	Samuel M. Short	Port Royal
Lackawanna	Thomas Francis	Scranton
Lancaster	Arthur P. Mylin	Lancaster
Lawrence	John C. Syling	New Castle
Lebanon	Harry C. Moyer	Lebanon
Lehigh	Mervin J. Wertman	Allentown
Luzerne	A. P. Cope	Wilkes-Barre
Lycoming	Frank H. Painter	Williamsport
McKean	C. W. Lillibridge	Smethport
* Mercer	W. M. Pollard	Mercer
Mifflin	Elmer E. Sipe	Lewistown
Monroe	John H. Kunkle	E. Stroudsburg
Montgomery	Abram M. Kulp	Norristown
Montour	Fred W. Diehl	Danville
Northampton	George A. Grim	Nazareth
Northumberland	C. E. Hilbish	Sunbury
Perry	D. A. Kline	New Bloomfield
Pike	Chester B. Dissinger	Milford
Potter	Archibald P. Akeley	Coudersport
Schuylkill	Amos W. Zerbe	Pottsville
Snyder	Frank S. Attinger	Middleburg
Somerset	Guy N. Hartman	Somerset
* Sullivan	John M. Lumley	Dushore
Susquehanna	Frank A. Frear	Montrose
Tioga	Walter G. Clark	Wellsboro
Union	Frank P. Boyer	Mifflinburg
Venango	L. H. Pepper	Franklin
* Warren	Horace L. Blair	Warren
* Washington	J. L. Roberts	Washington
Wayne	A. H. Howell	Honesdale
Westmoreland	Charles F. Maxwell	Greensburg
Wyoming	Edwin H. Kehrl	Tunkhannock
* York	Harvey E. Swartz	York

\*New Superintendent

## NEW SERVICE FOR SCHOOLMEN

### Expert Evaluation of Instructional Materials Available Through Periodical

For the first time in the history of education in America, instructional materials such as textbooks and courses of study are being carefully evaluated and the results given national circulation. These evaluations are contained in a new feature of the Education Digest called "The Education Digest Ratings of Instructional Materials", which made its first appearance in the June issue of the magazine published at Ann Arbor, Michigan.

### Ratings on Five-Point Scale

Because the superabundance of instructional materials makes it difficult for educators to choose those best suited to their needs, the editors of the Education Digest are seeking to help solve this problem by providing ratings on a five-point scale for various instructional items. The ratings are made by experts selected on a nation-wide basis.

The textbooks, and other materials, are rated on content, workmanship, interest, teachability, and attractiveness. All fields of education from pre-school through teacher-education are represented in the items rated.

## Recent Appointments

### ARTHUR V. TOWNSEND

*Vocational Education Adviser,  
Bedford County*

Arthur V. Townsend, of Bedford, has been appointed Vocational Education Adviser for Bedford County.

Born in Conneautville, Mr. Townsend attended the rural schools in Crawford County, graduating from the Conneautville Vocational Secondary School in 1924. For his advanced studies in the field of agricultural education, Mr. Townsend entered Pennsylvania State College and finished the work for his Bachelor of Science degree in 1928. Since then he has done some graduate work at Cornell University, in Ithaca, New York.

Mr. Townsend has had nine years of experience as an instructor in the field of agricultural education and comes to his new work with a knowledge of the theory and practice of the activities which he is to supervise. For three years he taught agriculture in the Beavertown schools and for six years in the Bedford public schools.

(Continued on Page 11, Columns 2 and 3)



# Administration and Finance

DONALD P. DAVIS, M.A., Ph.D.  
Director Bureau of Administration  
and Finance



## STANDARDS, RULES AND REGULATIONS RELATING TO TRANSPORTATION OF PUBLIC SCHOOL PUPILS

A Responsibility of the State Council

RAYMOND W. ROBINSON

Chief, Division of Consolidation and Transportation

The State Council of Education, charged with the responsibility of promulgating standards which should prevail where transportation is provided, has developed and released a bulletin entitled STANDARDS, RULES AND REGULATIONS RELATING TO TRANSPORTATION OF PUBLIC SCHOOL PUPILS. This mimeographed publication of approximately thirty pages has been prepared jointly by the Bureau of Highway Safety, The Pennsylvania Motor Police, and the Division of Consolidation and Transportation in the Department of Public Instruction, collaborating with the Public Utility Commission. It cites legal authorization for transportation, for reimbursement by the Commonwealth, and for the promulgation of standards, rules and regulations. It sets forth the standards, rules and regulations which have been adopted by the State Council of Education. These standards are the result of numerous conferences between transportation contractors, drivers, body and chassis manufacturers, and school and highway officials. They have been formulated in the interest of the safety, comfort, and welfare of the children to be served and point the way to better and more uniform practice.

### Effective 1938-1939

According to the provisions of law, these standards become effective for all new vehicles placed into use during the school year 1938-39 and will apply to all vehicles after 1940. Purchasers of new equipment should require a written guarantee that the equipment will comply with all requirements of the Motor Vehicle Code, The Public Utility Law, and the standards herein set forth.

### An Aid to Local Districts

Whether transportation vehicles are owned or hired by the school district, the Board of School Directors is charged with the responsibility of providing safe equipment and maintaining efficient service. This bulletin is designed to assist school officials in establishing and maintaining the highest possible type of transportation service to the boys and girls of the Commonwealth.

### Better Transportation, the Goal

Transportation of public school pupils is becoming an increasingly complex and important obligation of our educational program in Pennsylvania. The legal provisions,

the administrative control involving standards of equipment and operation, the planning of routes and time schedules are all matters of vital concern in developing and maintaining safe, efficient and economical transportation service.

### Contents of Bulletin

1. Legal Authorization for Transportation
  - Optional
  - Mandatory
2. Legal Authorization for Reimbursement
3. Legal Authorization for Establishing Standards, Rules and Regulations
  - Under School Laws
  - Under Motor Vehicle Laws
  - Under Public Utility Laws
4. Standards, Rules and Regulations
  - Means and Methods
    - District-Owned Conveyances
    - Private Conveyances (Contract Carrier)
    - Private Conveyance (Common Carrier)
    - Other Common Carriers
  - Operation
    - Route
    - Time Schedule
    - Loading and Unloading
    - Driver
    - Driving Regulations
    - Insurance
  - Equipment
    - Body
    - Chassis

### OFFICE HOURS

Department of Public Instruction

For the information of folks who make appointments with members of the staff of the Department of Public Instruction, it should be noted that the following office hours are observed:

7:30 A. M. to 4:00 P. M.  
Eastern Standard Time  
8:30 A. M. to 5:00 P. M.  
Daylight Saving Time

## MORE FEDERAL AID FOR SCHOOLS

New Funds to Be Directed Against  
"Glaring Inequalities" in Education

DR. DONALD P. DAVIS

Director, Bureau of Administration and Finance

The late depression revealed glaring inequalities in educational opportunities throughout America. Hundreds of districts found it impossible to finance their school programs. The crisis awakened the Federal Government to the fact that there were wide differences among the communities of the Nation with respect to ability to support public education. To bridge over the gap, the United States Government provided emergency relief funds to maintain the schools of some districts.

### Committee Reports Conditions

This, however, was but a temporary measure and with the depression largely a matter of history, the school districts of the land have returned to their normal basis of operation. But the Federal Government, having realized the wide discrepancies in the financial resources of various parts of America, appointed a committee to study conditions with a view to setting up a program whereby these inequalities might be mollified. The tenor of the report of this Committee, which was recently read to Congress, favors Federal support for elementary and secondary schools.

### \$855,000,000 for Public Schools

The Committee has recommended that \$855,000,000 should be appropriated for public schools during the next six years. With \$70,000,000 for the school year 1939-1940, the amount is progressively increased until it reaches \$199,000,000 in 1944. The major portion of these Federal funds is to be expended for elementary and secondary education. Other parts are to be allocated for the construction of buildings, the preparation of teachers, the education of adults, and for State education administration, rural libraries, and educational research.

### Glaring Inequalities

A significant statement of the Committee report is as follows:

Glaring inequalities characterize educational opportunities and expenditures for schools throughout the Nation. The level of educational service that can be maintained, under present circumstances in many localities, is below the minimum necessary for the preservation of democratic institutions.



# ADMINISTRATION AND FINANCE—Concluded

## SOME QUESTIONS ABOUT MERGING SCHOOL DISTRICTS

DR. CLARENCE E. ACKLEY  
*Deputy Superintendent of Public Instruction*

1. Since the new law will require the people in a district having six teachers to vote on the question of mergings with one or more other districts, may such a district vote to join a third class district where its pupils are now sent to secondary school?

Yes, the Act does not limit mergers to districts of the fourth class. The districts required to vote may be merged with districts of any other class by following the proper procedure.

2. If district No. 1 votes to merge with district No. 2 will district No. 2 have to accept them if they don't want to?

The law makes no specific provision for obtaining the consent of the electors of a district having more than ten teachers with which a district having less than ten teachers is to be merged.

3. In suggesting mergers of school districts may district lines be disregarded?

Not disregarded; for the petitions addressed to the court must designate the existing boundaries as well as those contemplated as a result of the proposed merger. It is our belief, however, that there may be partition as well as merging. In other words, we believe that one portion of a district may be merged with a second district while another portion may be merged with a third district and so forth.

4. May parts of districts of different counties be merged?

I believe it is possible, but a somewhat complicated procedure. On the basis of Section 115 of the School Laws of 1911, Section 110 as amended in 1937 and court decisions from other states, I am of the opinion that such a merger can be accomplished by mutual consent of the authorities of the two or more counties involved.

5. May a district which need not vote on a merger be compelled to accept another district which votes to merge with the first mentioned district?

I believe that the host district can, by court order, be compelled to accept a no-teacher district, but as to the type of district which must vote in 1939 I believe that the host district may block the merger by an adverse vote.

6. Will the Department tell us how they propose handling (they and the court) the possibility of some districts voting in favor of larger units with boundaries not contiguous—i.e. in the event districts "in between" ends of proposed larger unit turn down districts on end which vote in favor? The law should cover this possibility.

This can be adequately and easily controlled by the wording in which the question is framed by the court. For

## Ground Breaking Exercises

DR. HUBERT C. EICHER  
*Chief, Division of School Plants*

Ground breaking exercises for the rehabilitation and building program of public educational institutions under the General State Authority were conducted on the dates scheduled below.

Institution	Month	Day	Year
<b>STATE TEACHERS COLLEGES</b>			
Bloomsburg .....	January	19	1938
California .....	February	14	1938
Cheyney .....	January	29	1938
Clarion .....	March	8	1938
East Stroudsburg .....	February	14	1938
Edinboro .....	February	11	1938
Indiana .....	March	8	1938
Kutztown—Part I .....	January	5	1938
Lock Haven .....	February	14	1938
Mansfield .....	February	8	1938
Millersville .....	February	18	1938
Shippensburg .....	October	5	1937
Slippery Rock .....	January	19	1938
West Chester .....	February	18	1938
<b>STATE-OWNED SCHOOLS</b>			
Scotland Orphan School .....	January	27	1938
Scranton Oral School for the Deaf.....	December	3	1938
Thaddeus Stevens Industrial School.....	January	4	1938
<b>PENNSYLVANIA HISTORICAL COMMISSION</b>			
Old Economy			
Pennsbury			

## SCHOOL CONSTRUCTION

DR. HUBERT C. EICHER  
*Chief, Division of School Plants*

A great volume of school planning is going forward in Pennsylvania according to records in the Department of Public Instruction. The projects involved schools varying in size from the small rural plant to the larger city units, costing from \$4,000 to \$1,250,000. Special emphasis is being placed on the coordination of the school plant and the curriculum, especially in districts where pupil enrolment exceeds plant and equipment accommodations.

Likewise, all building projects at state-owned educational institutions under the General State Authority program, aggregating over \$10,000,000, are now under contract.

The repair and replacement, extension and adjustment of fire alarm and emergency lighting systems, electrical, heating, and ventilating equipment, the removal of various hazards to life, and the installation of equipment to replace insanitary and obsolete accommodations, are being given careful consideration. Reports and recommendations are being sent daily to school districts.

instance the question to voters of District A might read as follows:

- a. Do you favor merging District A with District B, and District C or with whichever of these districts also approves the merger? Or
- b. Do you favor the merging of Districts A, B and C, provided however that this merger shall not be effective if the majority of the voters of any one of the districts refuse to approve the said merger?

## Outstanding Contributions to Educational Research

DR. CARL D. MORNEWECK  
*Chief, Division of Child Accounting and Research*

The Committee on Awards of the American Educational Research Association has selected several studies for special citation from those listed in the 1936 Volume of the Review of Educational Research.

Included among these are the following:

Bayley, Nancy

*Mental Growth During the First Three Years: A Developmental Study of Sixty-One Children by Repeated Tests.*

Clark University Press, Worcester, Massachusetts

1933—92 pages

Brenner, Benjamin

*Effect of Immediate and Delayed Praise and Blame Upon Learning and Recall*

Teachers College, Columbia University, New York

1934—52 pages

Curti, Merle

*The Social Ideas of American Educators*

Charles Scribner's Sons, New York

1935—613 pages

Jersild, Arthur T.; and Holmes, Frances B.

*Children's Fears*

Teachers College, Columbia University, New York

1935—356 pages





# INSTRUCTION

PAUL L. CRESSMAN, B.S., Ed.D.  
Director Bureau of Instruction

## Meaningful Graduation Exercises for Pennsylvania Schools

H. FRANK HARE  
Chief, Division of Secondary Education

The redirection of objectives and organization in secondary education in recent years has necessitated the employment of modified techniques in instruction, in evaluation and interpretation, and in public enlightenment. The gradual evolution of a modified graduation exercise is both a part of and an evidence of the change which has been taking place in the program of the school.

### Should Represent the Modern School

The content and the form of the traditional program were truly representative of the schools they first served. Scholarship constituted the aim and content of the curriculum. The formal address not only offered opportunity to exhibit the achievement of the graduate and that of the school as well, but it was in almost universal use as the vehicle of public enlightenment, employed by the lawyer, the statesman, the cleric, and the man of culture.

But this type of program does not serve the original purposes of the graduating exercise with respect to present-day education. The secondary school no longer limits its objectives to scholarship and learning acquired from books. Comparatively few of those who are graduated enter the professions. Those who can afford leisure frequently do not aspire to the culture of the classics. The public address is neither the most popular nor the most effective means of general enlightenment. The techniques of non-school agencies furnish ample evidence that for many purposes both learning and appreciation take place more efficiently through media other than unaccompanied speech and printed text.

### Objectives of Commencement

Many Pennsylvania secondary schools have accepted the validity of the criticisms made of the typical commencement and have been conducting interesting and successful experiments in their graduation program. Some of these are still in the experimental state, but a considerable number of our schools has employed the vitalized graduating exercises for years with no idea of returning to former practices.

The objectives of the new type of program are significantly similar to original purposes: (1) The program shall be the culmination of certain learning experiences of the pupils; (2) it shall give some evidence of the nature and purpose of the

school curriculum; (3) it shall employ an effective technique of presentation. To these may be added, the further purpose of affording an opportunity for cooperative effort toward a social objective, and this frequently involves a large part of the faculty, as well as the entire class.

### Dramatization, An Effective Method

By pageantry, tableau, music, art, dramatics, and the newer forms of public discussion and by demonstration, the graduating class has been able to contribute toward a revitalization of interest in the secondary school, its opportunities, and its responsibilities. By these methods the public has been vividly informed of aspects of present-day education which cannot be conveyed by mere verbal methods. At the same time, the participation of whole classes in producing the program has made it a living and permanent experience for all graduates. The creative ability and the active cooperative experience of all students and a large part of the faculty have been effectively used so that entire communities have been brought into a fuller appreciation of their educational program and its objectives.

### Purpose, A Guide to Planning Commencement

The content and form of the program which constitute the new type of graduation exercise is determined by its purpose and the adaptability of the several possible means of presentation. The first consideration is, of course, the purpose the program is designed to serve. Does the school find it necessary to inform its constituency regarding its program? Does some phase of educational philosophy need emphasis? Is it desired to celebrate some local or national historic event? Does some slow and insidious educational poison need an antidote? The list of purposes should be extended and studied before selection is made.

### Specific Suggestions and Procedures

For practical purposes, the selection of a commencement theme and the determination of the mode of expression are not the most difficult problems. The procedures necessary to approach the problem are matters of major importance. The following principles of procedure may be used as a guide to inexperienced schools which desire to initiate a modification of their commencement procedure:

(Continued on Page 11, Cols. 2 and 3)

## Ten Outstanding Books in Elementary Education

DR. CECILIA U. STUART  
Chief, Division of Elementary Education

At the recent convention of the American Association of School Administrators, Mr. James W. Mates, Burgwin School, Philadelphia, Pennsylvania, announced to the elementary school principals that the following books were selected as the ten most outstanding professional books published since 1934:

1. Betts, Emmett Albert  
The Prevention and Correction of Reading Difficulties  
Row, Peterson & Co., 1936
2. California Curriculum Commission  
Teachers' Guide to Child Development in the Intermediate Grades  
State Department of Education, California, 1936
3. Caswell, Hollis L., and Campbell, Doak S.  
Curriculum Development  
American Book Co., 1935
4. Education Policies Commission  
The Unique Function of Education in American Democracy
5. Harrison, M. Lucile  
Reading Readiness  
Houghton, Mifflin Co., 1936
6. Hildreth, Gertrude  
Learning the Three R's  
Educational Publishers, 1936
7. McGaughy, J. R.  
An Evaluation of the Elementary School  
Bobbs-Merrill Co., 1937
8. National Society for the Study of Education  
The Teaching of Reading—Thirty-sixth Yearbook, Part I  
Public School Publishing Co., 1937
9. Norton, John K. and Norton, Margaret A.  
Foundations of Curriculum Building  
Ginn & Co., 1936
10. Tippet, James S., and others  
Schools for a Growing Democracy  
Ginn & Co.

### How List Was Compiled

This list was made by a committee of ten members selected from ten sections of the United States. Each member contacted ten people in the field of elementary education including principals, teachers, supervisors, and librarians. Each of these people, in turn, was asked to list what he or she considered to be the ten most outstanding professional books published since 1934. From all the lists submitted it was found which were the ten books named most frequently. The list indicates that there exists a keen interest in curriculum, reading, and philosophy of education.

It is suggested that you check your selected reading lists for teachers to see if these books are included.



## INSTRUCTION—Concluded

## American Home Economics Association to Meet in Pennsylvania

June 28 Set for Opening of 31st Annual Meeting in Pittsburgh

EDITH B. DAVISON

*Adviser, Division of Homemaking Education*

The thirty-first annual meeting of the American Home Economics Association will be held in Pittsburgh, Pennsylvania, from June 28 to July 1, 1938. This professional organization, founded in 1908, now has over 12,000 members scattered through fifty-four affiliated home economics associations in the United States, Puerto Rico, and Canada, besides about 1,600 affiliated student homemaking clubs in colleges and secondary schools.

## Leaders Make Arrangements

Mrs. Kathryn VanAken Burns, state leader in home economic extension work and assistant professor at the University of Illinois, is president of the Association. Chairman of local arrangements are Miss Irene McDermott, Board of Education, Pittsburgh; Miss Rosalind M. Jewett, Pennsylvania State College; and Miss Grace Godfrey, Drexel Institute, Philadelphia. Preparations for the program are in general charge of the executive secretary of the American Home Economics Association, Mrs. Katharine McFarland Ansley.

## Program Planned for Convention

On Wednesday and Friday evenings there will be general sessions open to the public at which certain aspects of the central theme, "Long Time Planning in Home Economics," will be taken up. On Wednesday evening the speakers will be Mrs. Burns and Miss Frances Zuill, a former president of the Association and head of the department of home economics at the University of Iowa. On Friday there will be a panel discussion on home economics in relation to general education, of which Dr. H. B. Alberty of Ohio State University will be

leader and the other members of the panel will be home economists working at different educational levels.

## Vital Topics to Be Considered

Group meetings will also develop the idea of planning for home economics in relation to the recognized divisions of the field: family relationships, family economics, the house and its management, food and nutrition, and textiles and clothing. There will also be opportunity for members to discuss homemaking progress and plans in such different occupations as teaching, extension service, business, institution administration, homemaking, research, and social service. Throughout the week, emphasis will be on the rule of homemaking in connection with present educational trends.

## Business and Headquarters

The business of the Association will be transacted at the annual business session and at meetings of the Council. In addition, there will be professional and other sight-seeing trips, a banquet, and many special luncheons and dinners. The William Penn will be headquarters hotel.

## Exhibits

Most of the sessions will be held in the Hotel William Penn, as will also registration and exhibits. As usual, these will include commercial exhibits and those of government and professional groups with aims akin to those of homemaking. Exhibits showing the work of departments, divisions, and committees of the Association will also be featured.

Exhibits are in general charge of the business manager, Miss Keturah E. Baldwin, 620 Mills Building, Washington, D. C.

## Homemaking Bulletin in Process

MRS. ANNA G. GREEN

*Chief, Division of Homemaking*

The Department of Public Instruction is preparing a bulletin recording a survey of all the homemaking cottages in the Commonwealth. The bulletin will outline the program operating in each cottage and explain in detail the equipment, materials, and methods used in the maintenance of the program.

## Special Education Materials in Preparation

The development of material for a bulletin explaining the different types of manual activities which can be used in special education classes, is under way in the Department of Public Instruction. In this bulletin, such industrial arts activities as woodwork, metal-work, leathercraft, and weaving will be explained in detail so that teachers will be made more familiar with the procedures and materials required for the organization and conduct of special education classes.

## Art Education Spurred by New Murals in Pennsylvania

Fine Works of Federal Project on Display in Score of Towns

DR. C. VALENTINE KIRBY

*Chief, Division of Art Education*

Art in the schools of Pennsylvania has been stimulated and encouraged by the completion of more than a score of authentically executed paintings in as many cities and towns of the State, under the Federal Government. Viewed daily by thousands of pupils and citizens in these communities, these murals not only reveal a vivid insight into numerous aspects of local life, but incite our youth to a desire for more artistic experience. While only a small percentage may be spurred to effort at creative appreciation, practically all will be inspired to an appreciation of fine works of art.

A complete summary includes 186 completed painting and sculpture projects. Pennsylvanians should be particularly interested in the decorations and paintings in the list which follows:

Niles Spencer, mural, Western Pennsylvania, in Aliquippa Post Office.

Roy King, relief, Pennsylvania Farming, in Bloomsburg Post Office.

Richard Lahey, panel, showing people in early days transferring from the stage-coach to the boat, in Brownsville Post Office.

F. Louis Mora, mural, The Arrival of the Stage, in Catasauqua Post Office.

Charles Child, mural, William Markham Purchases Bucks County Territory, in the Doylestown Post Office.

Mrs. Bennett Kassler, polychrome plaster low relief. Communication, in East Stroudsburg Post Office.

Walter Gardner, six murals, depicting canal scenes. Clearing the Wilderness, Coal and Gravity Railroad, in Honesdale Post Office.

Frank Olsen, finished voluntarily upon latter's death by Alexander Kostellow, two murals, Historical Patterns, in Jeanette Post Office.

Judson Smith, mural, Rural Route Number One, in Kutztown Post Office.

August Jaegers, relief, Agriculture and Industry, in McDonald Post Office.

Theresa Bernstein, mural, The First Orchestra in America, in Manheim Post Office.

Alexander Sambugnac, relief, Air Mail, in Mt. Pleasant Post Office.

Paul Rohland, mural, The Union of the Mountains, in Mt. Union Post Office.

Paul Mays, two murals, depicting local industries, in Norristown Post Office.

(Continued on Page 10, Column 1)

## A QUESTION ON THE 18-YEAR AGE ATTENDANCE LAW

LEONA SAVAGE

*Adviser, Division of Child Accounting Research*

Would a child which is 16 in March of this year, and has taken out working papers, to permit him to be employed on a farm, be compelled to attend school next year under the 17 year ruling and the following year under the 18 year law? If they quit school this year, are they free to remain out of school for all time?

It is not the intent of the revised laws extending the provisions of the compulsory attendance age to 17 for the year 1938-39 and to 18 for the year 1939-40 and thereafter to drag back into school pupils who have been regularly excused. Thereafter, if a child becomes 16 years of age and leaves school during the current year, it is not expected that you will attempt to force him to reenter school next year. However, all children not regularly excused during the current year should be required to attend school next year, unless they are over 17 years of age.



## INSTRUCTION—Continued

### Our Mistaken Notions About Homemaking Education

DR. FREDA GERWIN WINNING

*Assistant Professor of Education  
New York University, New York City*

(FROM AN ADDRESS BEFORE THE  
VOCATIONAL DEPARTMENT, P.S.E.A.,  
HARRISBURG)

If I have done no more in recounting to you what I feel are six mistaken notions which we have had about vocational education than to stimulate you to reevaluating and studying your own courses prior to change, I believe that I have done some good on this program. The consideration of these mistaken notions I hope will stimulate you to act to change them.

(1) Plan your vocational education courses so that they will hold something for every boy and girl in school.

(2) Choose the difficult rather than the easy, that is, adapt vocational education to the high I.Q. not the low I.Q. Respect for subjects seem to have grown not out of the practicability of a subject but rather out of its difficultness. Vocational education need not be easy, and adapted to the moron.

(3) Make your home economics courses more than sewing or cooking. Include these aspects intended to help people live better in the home and in families. Develop the consumer angle in your courses and do not be afraid of new things.

(4) Remember that homemaking is an activity carried on by men and women working together. Adjust your courses so that students may study this fundamental and non-elective vocation of life.

(5) Recognize now that women are combining homemaking with wage earning and that occupations no longer are to be filled on a sex basis. Offer as many opportunities for girls in wage-earning studies as you do the boys.

(6) Enrich your offerings so that the true cultural aspects of vocational education are paramount, and not like somebody's light—hidden away under a bushel.

### Art Education Spurred

(Concluded from Page 9, Col. 3)

Leo Lentelli, relief, The Town Crier, in North East Post Office.

George Harding, seven murals, representing the various port activities in Philadelphia, in Philadelphia Court House and Appraisers Stores.

Howard Cook, fresco, Steel Industry, in Pittsburgh Post Office and Court House.

Kindred McLeary, decoration, Modern Justice, in Pittsburgh Post Office and Court House.

Stuyvesant Van Veen, decoration, View of Pittsburgh, in Pittsburgh Post Office and Court House.

Harry Sternberg, panel, The Epic of a Great City, in Sellersville Post Office.

Milton Horn, relief, Spirit of the Post, in Swarthmore Post Office.

### Educational Facilities for Pennsylvania's Blind Public School Children

DR. T. ERNEST NEWLAND

*Chief, Division of Special Education*

A number of letters reaching this Division from public school officials and parents makes increasingly apparent the fact that the public is inadequately informed concerning the educational opportunities that can be made available to children who are handicapped by loss of sight. There are actually instances where blind children are led around by their classmates in public schools not in the least equipped to meet the needs of the sightless. Such procedures can result only in the educational retardation of the blind and may even contribute to the emotional and social maladjustment of these handicapped children.

#### Special Activities Required for the Blind

While it is true that blind adults are encouraged to look after themselves in a non-handicapped society and are in many instances enabled by means of their canine friends, "The Seeing Eyes", to get around remarkably well, the fact remains that the child needs the type of education he can get in a good school for the blind before he can be expected to develop as an adult such desirable independent habits.

The following joint statement from Mr. B. S. Joice, Superintendent of the Western Pennsylvania School for the Blind, at Pittsburgh, and Mr. A. G. Cowgill, Principal of the Pennsylvania Institution for the Instruction of the Blind, at Overbrook, Philadelphia, should be read not only by those concerned with the administration of public schools, but also by the teachers who come into direct contact with the pupils:

#### Public School Districts Cooperate

It is the purpose and desire of the two residential schools for the blind in the State to cooperate with the public school districts of the Commonwealth in assuring appropriate educational opportunities to every handicapped pupil whose eyesight is so defective that he cannot be educated under public school methods.

It is possible that some of the authorities in the public school districts do not realize their responsibilities toward these

handicapped pupils, for we frequently receive applications from blind children of all school ages who have never attended public school, or have been lost sight of and neglected when compelled to drop from regular school classes through failing vision, or complete loss of sight.

#### From Kindergarten to Secondary School Included

We are well equipped and have an agreement with the State Department to educate such pupils in classes from the Kindergarten through secondary school inclusive. It is not always possible to place applicants in a boarding school immediately on account of congestion in certain departments. However, it is possible to have an application for every blind educable pupil on file for early consideration, and we are urging that public school teachers and officials be reminded of their responsibilities, and the possibilities for education of these handicapped pupils in these two residential schools.

#### Costs Shared

Section 1413 of the School Laws provides that the Commonwealth will pay seventy-five per cent of the cost of tuition in such residential schools for the blind and deaf, and that the school district from which such children come shall pay the remaining twenty-five per cent of the tuition cost. Section 1414 provides further that parents of any appropriate candidate for such a school for the blind and deaf

"shall allow such child to be sent to some school where proper provision is made for the education of the deaf, or of the blind, or of crippled children, or shall provide for the tuition of such child by a legally certified private tutor."

#### 1,250 Cared for in State-Aided Institutions

At present over 350 blind children are being educated in the two state-aided schools for the blind, while over 900 deaf children are attending the schools for the deaf at Mount Airy, Edgewood, and Scranton.

### ELEVEN BEST BOOKS OF 1937

The National Education Association each year has been announcing the fifty or more best books of the current year on the basis of their value to public education. In the list for 1937 the editors have designated the eleven most significant publications in the group. The following titles are chosen in this highly selected list:

Author	Title	Publisher	Price
Huxley, Aldous	Ends and Means	Harper	\$ 3.50
Audubon, J. J.	Birds of America	Macmillan	12.50
Van Loon, H. W.	The Arts	Simon	3.50
Cavarrubias, Miguel	Island of Bali	Knopf	5.00
Lynd, R. S. and H. M.	Middletown in Transition	Harcourt	5.00
Lyons, Eugene	Assignment in Utopia	Harcourt	3.50
Paul, Elliot	Life and Death of a Spanish Town	Random	2.50
James Marquis	Andrew Jackson, Portrait of a President	Bobbs	5.00
Untermeyer, Louis	Heinrich Heine: Paradox and Poet; the Life; the Poems	Harcourt	6.00
Roberts, Kenneth	Northwest Passage	Doubleday	2.75
Ross, Leonard Q.	Education of Hyman Kaplan	Harcourt	2.00



## INSTRUCTION—Concluded

### A QUESTION ABOUT MENTALLY UNFIT PUPILS

DR. T. ERNEST NEWLAND  
Chief, Division of Special Education

*If the proper medical examiner of schools reports to the school board and the State Department of Health that a certain pupil in the school is mentally unfit to be educated, what action will be taken by the State Department in this particular case, and if said pupil is sent to a special institution for education, who will pay the expense?*

Under the provisions of Section 1413 of the School Laws as amended by Act 478, approved July 1, 1937, gravely retarded children are required to be examined by a mental clinic, approved by the State Council of Education, or by a person certified by the Department of Public Instruction as a public school psychologist or psychological examiner, and a report shall be made concerning his fitness for special education. Where, as a result of such an examination, any child is reported as being uneducable in the public schools, the child may be reported by the board of school directors to the Department of Welfare in accordance with the regulations approved by the State Council of Education. After such report is approved by the Chief of the Division of Special Education, and notification of such approval is received by the Secretary of the Board of School Directors, that school district shall be relieved of the obligation of providing education for such child. The Department of Welfare shall thereupon arrange for the education of the child.

### COMMUNITY ACTIVITIES FOR YOUTH

CHARLES M. EMERICK  
Director, WPA Education and Recreation

A joint four-day conference of the National Youth Administration, the Adult Education and Recreation Division of the Works Progress Administration, and members of the Bureau of Instruction was held recently in the Department of Public Instruction. The aim of this conference was to determine procedures for the further development of a community organization which will function in directing the needed community activities for youth and adults. Three general topics were considered:

1. How may a community be made conscious of its needs?
2. What type of community organization should be set up and how can the organization be made effective?
3. What are the functions of a community council?

In order that these three major topics might be effectively considered, hypothetical community situations were set up and considered as concrete cases. It is felt that this conference will lead to a more rapid development of community programs which will most nearly meet all the needs of youth and adults.

### RECENT APPOINTMENTS

(Concluded from Page 5, Column 3)

#### BIRON E. DECKER

Erie County Vocational Education Adviser

The appointment of Biron E. Decker, of Edinboro, Pennsylvania, to the position of Vocational Education Adviser in Erie County, has been announced by the Department of Public Instruction.

Mr. Decker attended the Gregg Township Grade School in Spring Mills, Pennsylvania, for his elementary education; and in 1917 entered the vocational school of that township where he specialized in the study of agriculture graduating in 1921. His advanced professional studies were taken at Pennsylvania State College from 1921 to 1925, from which institution he received the B.S. degree in 1925 and the M.S. degree in 1933.

Eleven years of successful experience in the schools of Conneautville and Edinboro qualify Mr. Decker for the work of supervising the vocational education program of Erie County. During one year he was teacher of vocational agriculture in the Conneautville Vocational School, and during the ten years prior to his accepting the

county office, he occupied a similar position in the secondary schools of Edinboro.

#### MARGARET M. BRANT

Cumberland County Supervisor of Home Economics

Miss Margaret M. Brant, of Carlisle, Pennsylvania, has been appointed to the position of Supervisor of Home Economics in Cumberland County.

For her early preparation Miss Brant attended the public elementary and secondary schools of Pottstown, Pennsylvania, graduating from the latter in 1926. From 1926-1932 she pursued advanced studies in the field of homemaking education at Hood College, in Frederick, Maryland, and Drexel Institute, in Philadelphia, receiving the B.S. degree in Home Economics from the former institution in 1932.

During the seven years prior to her acceptance of the supervisorship in Cumberland County, Miss Brant was instructor in vocational and general homemaking in the South Milton High School at Boiling Springs, Pennsylvania.

### MEANINGFUL GRADUATION EXERCISES

(Concluded from Page 8, Columns 1 and 2)

1. The school administration should first examine its desires and its possibilities.
2. At the same time, the teacher in charge of the senior class activities and the teacher who is chiefly responsible for the production of the commencement program should secure the interest and the cooperation of the class.
3. If possible, the program of other schools should be examined and studied by both students and faculty for likely suggestions from what has actually been done.
4. After it has been decided to launch the project, necessary committees may be set up. These committees should be headed by a coordinating committee of both students and faculty. It is suggested that this committee be constituted of the chairmen of all working committees.
5. The committee on composition is of major importance. Its duties shall be the selection of materials. It shall select the text of the production, if commercial materials are decided upon. It shall write the text if the materials are to be the original composition of the class. It is hardly necessary to point out the importance of the proper selection of the personnel of this committee.
6. The committee on production is second in importance. This committee must necessarily cooperate very closely with the committee on composition. The work of the two committees together shall constitute the first step in the selection of the type of production.
7. The auxiliary committees suggested are music, art, costume, program, and stage management. These, of course, are mere suggestions. No committee should be set up for the purpose of having a committee. A committee should have an actual function to perform.
8. Duties should be carefully allocated to the various committees. The original duties should be detailed as far as possible, but the full value of the whole experience will be enhanced if committee initiative is encouraged and utilized throughout the production.

From this point it becomes unnecessary to be more specific. Willing and active participation becomes the order of the project. A few cautions may be necessary, however.

#### Long Term Planning

The type of program here recommended is an undertaking of long term planning. Unless all other school activities yield to those demands for time, it cannot be initiated and produced in the usual two or three weeks given over to commencement preparation. The first steps should be taken early in the school year. Composition and the decision of the type of production should be undertaken early in the second semester and should be wholly completed six to eight weeks before the time of production. Time required for preparation will be determined by the program itself.

All social activities tend to become crystallized and institutionalized. For this reason, they continue to perpetuate themselves after they no longer perform a useful social function. Thus it was with the traditional commencement program. So it will be with this newer vitalized graduation exercise. For the present, however, it appears to serve a more acceptable purpose and is recommended to schools which desire to have such purposes served.



# PROFESSIONAL LICENSING

JAMES A. NEWPHER, M.A., Ph.D., LL.D.  
Director Bureau of Professional Licensing



## RHODES SCHOLARSHIPS

### Competition for 1938

JAMES G. PENTZ

Chief, Division of Pre-Professional  
Credentials

According to the Will of Cecil John Rhodes, thirty-two Scholarships, tenable at the University of Oxford, are assigned annually to the United States. Each appointment is made for two years in the first instance, with a possible third year for those whose record at Oxford and plan of study make such an award advisable. No restriction is placed upon a Rhodes Scholar's choice of studies. The stipend is fixed at 400 pounds a year.

A candidate to be eligible must—

- (1) Be a male citizen of the United States and unmarried.
- (2) Be between the ages of nineteen and twenty-five on October 1, 1939.
- (3) Have completed at least his Sophomore year by the time of application.

Applications must be in the hands of the Secretary of the State Committee not later than November 5, 1938. Selections will be made by State Committees on December 13 and 15, and by District Committees on December 17, 1938. Scholars elected in this competition will enter the University of Oxford in October 1939.

The Secretary of the Committee of Selection for Pennsylvania, is John V. Lovitt, 1035 Land Title Building, Philadelphia, Pennsylvania.

## Beauty Culture School Institute

DR. W. RAY SMITH

Chief, Division of Registration and  
Renewals

The Bureau of Professional Licensing of the Department of Public Instruction conducted its annual two-day institute in Harrisburg recently for the purpose of effecting a better organization of personnel and to develop higher standards of preparation for the practitioners of this public service. Members of the Department of Public Instruction Staff as well as experts in the field of Beauty Culture participated in the conferences and discussions.

Following are the principal topics considered at the Institute: Organization of Instructional Material, Problems Pertaining to Scheduling Classes, Desirable Curriculum Changes, Constructing New Type Tests, Improving Methods of Teaching, and Purpose of School Inspection.

## Nursing—An Opportunity for Service

(From an Address by Dr. Lester K. Ade, Superintendent of Public Instruction)

### Purpose

It is our purpose to seek for truth in nursing education, and to find the avenues through which, as students, we may learn to perform the better our own functions in the changing conditions of society. Therefore, our particular concern with the functions of universities is to determine how the university can contribute to the education of nurses, and how nursing schools in turn can be developed to the level on which they can make use of the treasures contributed by these rich storehouses of learning and be aroused to the needs of the world about them . . . . .

### Supply and Demand

There have been registered in Pennsylvania since the Nurse Practice Act became a law May 1, 1909, 46,298 nurses. Many of this number are now inactive in the profession. We have, however, at the present time approximately 25,000 nurses on the active list of registered nurses in this State. With this number of registered nurses in Pennsylvania we are not so much concerned with the over-supply as with the glaring facts of unequal distribution. Careful surveys have revealed that our nurses crowd into the larger cities, leaving the rural localities inadequately supplied.

Our greatest present concern, however, is with the poorly prepared nurse or with the nurse who failed to measure up to the efficient levels of nursing. We often hear that there is a demand for the nurse who has continued her nursing education after her formal commencement exercises have ended . . . . .

### Qualifications

Our problem, therefore, is concerned with the development of the great school and the production of the efficiently prepared nurse whose qualifications one outstanding nursing counselor enumerates as follows:

1. Genuine liking for people and ability tactfully to work with and for them.
2. High grade of intelligence and understanding with good general education and broad interests.
3. Emotional maturity, stability, and self-control seasoned with patience and a sense of humor.
4. Good physical health and cheerful personal outlook.

5. Integrity of character, exemplary ideals and morals; refined tastes; tolerance.
6. Sense of responsibility coupled with personal reliability and loyalty.
7. Attention to details, good observation with scientific attitude, and open-mindedness.
8. Resourcefulness and adaptability.
9. Cleanliness and attractiveness in appearance.
10. Ability to teach.

### Changing Function

The function and concept of nursing is changing. There is probably no profession which has changed as radically in the last decade as nursing. From a formal specialized routine program, dealing mainly with the negative phases of health, it has become an inspirational, dynamic, positive force. The nurse has seen not only a revolution in all her aims but an entire change in her relationship to society. In the early days of nursing the work of the nurse was remedial, chiefly concerned with the care of the patient. Today efficient remedial care has been enlarged to include scientific preventive service and teaching. The chief service of the nurse is to conserve life and promote health. The public has a new recognition of the educational as well as the service aspect of nursing and is expecting more from the nursing profession than the fundamental function of caring for the sick. We expect, of course, the same skill and devotion which we have always received, but in addition we expect the nurse to teach us how to live from the physical standpoint that we may be a healthier and happier people. The teaching function of the nurse can not be over-emphasized . . . . .

### Health Movement

A great health movement is sweeping over the entire world. Hygiene has repudiated the outworn doctrine that mortality is fatality, and must exact year after year a fixed and inevitable sacrifice. It aims instead to set human life free by applying modern science on the principle that the truth shall let us live. Modern science, which has revolutionized every other field of human endeavor, is at last revolutionizing the field of health conservation.



## PROFESSIONAL LICENSING—Concluded

### Surveys of Licensed Practitioners Conducted in Cities of the Commonwealth

#### Effort Made to Develop Plan for State-Wide Program of Improvement of Services to Public

EMANUEL SCHIFANO  
Chief, Division of Law Enforcement

In the fall of the year 1936, the Department of Public Instruction, through its Bureau of Professional Licensing, conducted a cross sectional survey of the city of Pittsburgh and Allegheny County, to ascertain the status of barber shops, drug stores, and real estate offices, with reference to licensure, sanitation, and compliance generally with the law pertaining to each of these to determine whether or not the Department would be warranted in taking similar action in other sections of the State. The undertaking proved such a complete success that it resulted in the Department authorizing the Law Enforcement Division of the Bureau to begin August first of the ensuing year another and more extensive survey in Philadelphia and adjacent cities and counties.

#### Barber Shops Studied

At the designated time the investigators of the Law Enforcement Division from Pittsburgh, Harrisburg, Scranton, and other sections of the State joined those already stationed in Philadelphia. During the first week of the survey a thorough investigation of barber shops was carried on for the purpose of determining:

1. Whether or not the shops in the Philadelphia area were being conducted in accordance with the terms and provisions of the Barber Licensing Law of this State, which requires first of all, that all barbers employed therein be properly registered and licensed and that the owners thereof be in possession of a shop permit to legally operate the same.
2. Whether or not the said shop permit and the barber's Certificate of Registration and current renewal license were being properly displayed.
3. Whether or not each shop was being maintained clean, neat, and tidy, sufficiently ventilated, well lighted, and fully equipped as required by the Department Rules and Regulations, a copy of which, incidentally, is required to be posted in a conspicuous place in all barber shops in this Commonwealth.
4. Whether or not the proprietor and the journeymen barbers in his employ were complying in every respect with all of the provisions of the Barber Licensing Law of 1931 and its amendments, as well as the Rules and Regulations prescribed by the Department, which relate to the sterilization of tools and instruments, personal hygiene, the use of clean, freshly laundered towels, and sanitation in general.

#### Beauty Shops Surveyed

In order to enforce the provisions of the Beauty Culture Law of 1933 and its 1935 amendment, investigators of the Department conducted a concentrated drive on those beauty shops which had been reported operating on Sundays in violation of the 1935 amendment to the Law which specifically prohibits Sunday work and imposes a penalty of suspension or revocation of the beautician's license for the violation thereof. During the remainder of the week these inspectors devoted all of their time to inspecting beauty parlors in a manner somewhat similar to and analogous to those described in a previous paragraph, that is, with respect to proper licensure of owner, manager or operator, as well as proper sterilization, hygiene, and sanitation.

Other investigators inspected drug stores and real estate offices to determine whether or not they were complying with the Pharmacy Laws and the Real Estate Brokers' Licensing Law which apply to each of these places of business respectively.

#### Hearings

The next step in the procedure is the hearings, which are held in the court house of the county where the offense took place. The offenders are summoned to appear and to show cause why their license and shop permits should not be either suspended or revoked by the Department of Public Instruction, the agency of the Commonwealth entrusted with the administration and the enforcement of the Licensing Laws of this State. If the testimony discloses that on final inspection the general appearance of the place of business was found improved and the conditions had been corrected, these facts are taken into consideration in mitigation of punishment. Whether or not the violations had been abated determines the decision in each case.

#### State-Wide Survey Contemplated

A suggestion might be made at this time to organize what has been termed by one of the investigators "a flying squadron", a picked force of agents to go into every city and large community in the State to perform the same service that was rendered in Pittsburgh and in Philadelphia. This would necessitate no conceivable additional expense inasmuch as a number of the investigators even now are continually away from their official headquarters on departmental business. This plan of procedure is hereby highly recommended by your Chief of the Division of Law Enforcement who earnestly hopes that authorization will be given thereto at an early date.

### LIBRARY EXPENDITURES IN SCHOOL DISTRICTS

(Concluded from Page 16, Col. 3)

\$.09, \$.68, and \$1.73; schools with enrollments between 1,000-1,499 students, \$.19, \$1.17, and \$1.82; and for schools with enrollments of 1,500 or above, \$.25, \$.98, and \$1.64.

#### Pennsylvania and Illinois

The Pennsylvania recommendation for library appropriations for pupils ranging from two dollars for twenty-five or fewer pupils, and eighty-eight cents for those schools enrolling over 1,000 is met by few of the schools. Paradoxically, it is shown that the larger the school in Pennsylvania, the greater the per pupil expenditure, when as a matter of fact, the reverse should be true. The recommendation of the American Library Association (2:93) of a compromise recommendation of three dollars per pupil in the large school, four dollars per pupil in the medium size school, and five dollars in the small school is far from met.

#### Need for Improvement

The findings of this study present a rather gloomy picture of the library situation in Pennsylvania. Many communities have well equipped public or private libraries which are accessible to pupils. On the other hand, these facilities still deprive pupils of library facilities which should be a part of their educational birthright.

#### Advantage of Larger Centers

Previous studies have shown that small teaching and small attendance units make for higher instructional costs. This being true probably accounts for the fact that the smaller elementary and secondary schools have not as adequate provisions as in larger school districts. It would seem quite logical that a partial solution, at least, to the library problem would be larger attendance units, where instructional costs can be reduced to a certain extent by larger pupil teacher ratios and consequently more available funds for other necessary learning materials in the educational program.

### HOW STATE LIBRARY SERVES THE PUBLIC

(Concluded from Page 16, Col. 1)

have been renovated and completely rearranged in enlarged quarters. Hundreds of new and interesting additions have greatly enriched the services of the Museum. In the results of years of painstaking labor and research, visitors see an inspirational visualization of Pennsylvania's origin and growth and her contributions to the arts and sciences of the world.

#### Visual Education

The Visual Education Section of the State Museum, in one year served the schools, churches, and other groups by the distribution, without charge, of more than 200,000 slides and Visual Education Instruction bulletins.



# Teacher Education and Certification

HENRY KLONOWER, M.A., *Ped.D.*

*Director Teacher Education  
and Certification*



## The Modern Professional School for Teachers

The development of colleges in the United States is characterized by the same swift growth as that of the common schools. America's 1,400 or more institutions of higher learning engage the full-time services of approximately 100,000 staff members and enroll more than 1,000,000 resident students above the secondary level.

### Ancient Beginnings

The Greeks and the Romans, who have given us so rich a heritage of culture, had no colleges or universities in the sense these terms have been used during the past seven centuries. They gave no diplomas, employed no faculties, developed no courses of study, held no examinations, conducted no commencements, and awarded no degrees. Libraries, laboratories, museums, endowments, and even permanent buildings, were not a part of their pioneering program.

### Four Stages

The development of professional schools for teachers in our own State may be summarized in four periods. During the first of these, from 1600 to the Free School Act of 1834, practically all the schools were established by religious denominations, and professional preparation played little or no part in the program. During the second period, the Free School Act of 1834 to the Law of 1854, creating the office of county superintendent, there was little development affecting the education of teachers. From the time of the Normal School Act of 1857 to 1919, the third period, the law placed the foundation, control, and support of normal schools in the hands of private enterprise. The fourth period comprises the years from 1919 to the present time.

### Function of the Teachers College

The place of the teachers college in the general field of education is relatively easy to define. These professional institutions teach a practical philosophy of education; they emphasize the vocational phase of higher learning; they are closely identified with the common schools of the State; they translate social changes into practical real-

ities both in the school and in the Nation; they take from the classical what is good for the education of teachers and democratize it; they exercise a leadership in educational legislation; they keep in close touch with teachers in service; and they adapt their program of instruction to changing social needs. The paramount purpose of the professional school lies in the obligation imposed upon teachers to secure in the young the formation of right habits, right motives, right attitudes, and those qualities of personality essential to happy living in the modern world.

### New Program of the College

The five fields around which the modern teachers college program of activities and experiences is built, are:

1. Culture
2. Human Relationships
3. Professional Scholarship
4. Professional Technique
5. Philosophy of Education and of Life

### Continuous Education

In view of the changing demands being made upon the schools, the education of teachers must inevitably be a continuous process. The program of reeducation is even now under careful scrutiny with a view to adapting it to meet these new needs. There is a possibility in the teacher education institutions of tomorrow that education in service will constitute an integral part of the standard professional education program.

### Ideals of Tomorrow

The graduate of the professional school of tomorrow will be more disposed to serve from genuine motives and high principles of professional ethics. He will be neither a willing conformist to the commonly accepted order of things, nor a radical, desiring change for the mere sake of change. He will be a seeker after truth, capable of creative thinking and working, and yet always ready to cooperate in social living.

## SOME QUESTIONS ON TEACHER TENURE

*Is a teacher, holding only a two-year Normal School diploma, qualified to teach tenth grade English in a Junior High School?*

It could hardly be said that such a teacher has had a desirable amount of professional preparation. However, if she holds a certificate for the teaching of secondary school English, she is legally eligible.

*A teacher was principal of a consolidated school teaching seventh and eighth grades. He was transferred to a sixth grade in another school this year. His salary last year was \$110 per month, must it be the same now or may we pay him \$100?*

The Tenure Act specifies that there shall be no demotion either in salary or in type of position without the consent of the professional employe except as the result of a hearing. In my opinion the case you cite will require either the consent of the employe or a hearing both as to the demotion in salary and in type of position.

*Should tenure continue and married teachers be allowed to hold their positions? What prospects for positions will there be for our boys and girls graduating from colleges and normal schools?*

Placement bureaus from various sections of the State reported last year that they placed all available teachers. Other reports show that, in actual situations, a very large number of the teachers who marry soon cease to teach. There is no indication that continuance of married teachers in service will result in any very significant curtailment of the large numbers of vacancies occurring annually.

*One of our teachers has resigned. We desire to fill her position with a substitute to serve until we find a teacher whom we will employ under the Tenure Act. Is there a time limit on employment of a substitute?*

If you desire to receive reimbursement on the teacher's salary for the position, you should place some teacher under contract before the end of the current school year and should report the election to the Business Division of the Department of Public Instruction supplying the information regularly required when revision of your annual application for reimbursement is necessary.

## SCHOOL FOR PARENT-TEACHER WORKERS

*July 18-23 at Bucknell University*

For one week, July 18 to 23, Bucknell University will be host to a large body of leaders in the field of parent-education and parent-teacher work. Presented on this pro-

gram will be leaders from the National and State Congresses of Parents and Teachers, and a number of other experts in this field. The public is invited to the sessions.



# TEACHER EDUCATION AND CERTIFICATION—Concluded

## TEACHERS FOR THE SCHOOLS OF PENNA.

### Prospective Candidates Require Intelligent Guidance Before Choosing Careers in Education

DR. HENRY KLONOWER

*Director, Teacher Education and Certification*

As we draw toward the close of the school year, it may be wisely suggested that those given the guidance responsibility in our secondary schools should advise with Juniors and Seniors who possess the qualities necessary for successful teaching and point out to them the possibilities in the teaching profession. The selection of students in the secondary school for teacher education institutions should not be left to chance. Secondary school guidance officials can render the profession and ultimately the children in the public schools, a great service in helping to select those who will be a credit to the teaching field. Teacher education programs have proved most satisfactory when the secondary school officials cooperate with teacher education institutions in an attempt to get the very best graduates from the secondary schools interested in the teaching profession.

### Opportunities Open in Secondary Fields

In the field of secondary education, there is, at the present time, a constant demand for adequately prepared teachers in Commercial Education, Home-making, and Industrial Arts. With a tendency to increase secondary educational opportunities for boys and girls in the special fields, the demand will, no doubt, increase for teachers of Art, Library, Science, Music, School Nursing, Home-making, Industrial Arts, and Commercial Education. Health and Physical Education will be given greater emphasis in the schools of tomorrow. The field of Adult Education is still unexplored and represents a need which will necessarily have to be met in the immediate future.

### Prospect in Elementary Schools

In the field of elementary education, greater immediate opportunities are presented to the prospective teacher. Better qualifications and higher standards are becoming effective. Numerous districts are now requiring four years of post-secondary education for the elementary teacher. The present supply of such teachers does not meet the demand. There is need to encourage young people who have engaging personalities, thorough academic and cultural interests, and sane judgment, to enter the teaching profession.

### Encouraging Outlook

While it is difficult to predict with certainty the future demand for teachers, there is sufficient evidence to indicate that teachers with thorough academic and professional background and desirable personalities will not have difficulty in securing positions in most fields during the next decade.

## APPRAISING PERSONALITY

An eighty-page bulletin entitled "The Use of Tests and Rating Devices in the Appraisal of Personality" has been published by the Educational Records Bureau. The bulletin surveys the various procedures for appraising personality, presents a selected and annotated list of personality tests and rating devices, lists the important aspects of personality measured by the test, together with the names of tests and reading references dealing with each characteristic, and includes an extensive bibliography on personality measurement.

### Criteria of Effective Teaching

Many rating scales for teachers have been devised. One of the most recent appearing in the National Education Association Journal, developed six criteria on the basis of the teacher's direct influence upon pupil's reaction. With its emphasis focused upon conditions contributing to the mental and emotional well-being of children, this scale is of definite importance to school folks.

Following are the six criteria around which the rating scale is built:

1. In Getting Pupil Response
2. In Creating Friendly Classroom Atmosphere
3. In Establishing a Feeling of Security
4. In Exerting a Stabilizing Influence
5. In Inspiring Originality and Initiative
6. In Developing Pupil Self Reliance.

## FIT TO TEACH

The National Education Association reported on the results of examining 5,150 teachers in every section of the U. S. The report FIT TO TEACH, painted this composite picture:

The typical teacher, thirty-eight, with one or more dependents, is physically healthier than most other U. S. citizens. He or she is absent from school for illness only three days a year, is likely to live to a ripe old age. Two-thirds of the women teachers never smoke, more than half never drink. More than a third of the men do not smoke, nearly one-half are teetotalers.

The average teacher is a worrier. Two-fifths of them worry so much that it interferes with their sleep and efficiency. Chief of their worries: lack of money. A large proportion worry about the unsatisfactory progress of their pupils. Relatively few worry about marital affairs.

—Time.

## College and University Salaries In the U. S.

What do America's colleges and universities pay their presidents, deans, professors, and other faculty members? The Office of Education, Department of the Interior, has recently published the answer in a bulletin entitled, "College Salaries—1936".

### Deans

The Office of Education salary report reveals that, in different types of colleges for white students, the typical or median salaries of deans vary from \$3,125 to \$5,563 in private institutions.

### Professors

Professors' salaries vary from a low median of \$2,606 to a high median of \$4,676 in different types of publicly controlled colleges and universities, and from \$1,662 to \$5,733 in groups of privately controlled colleges and universities.

Typical (median) faculty salaries in institutions for white students vary according to size or wealth of institutions when classified by control as follows:

#### Associate professors—

In publicly controlled institutions \$2,171 to \$3,577; in privately controlled institutions \$1,429 to \$3,947.

#### Assistant professors—

In publicly controlled institutions, from \$1,869 in the State colleges to \$2,938 in the five largest land-grant universities; in privately controlled institutions, from \$1,375 in the small colleges to \$3,051 in the large universities.

#### Instructors—

In publicly controlled institutions, from \$1,582 in the State colleges to \$2,123 in the five largest land-grant institutions; in privately controlled institutions, from \$1,015 in small colleges to \$2,284 in large universities.

### Presidents

In 1921-22 the minimum salary paid a land-grant college president, including such perquisites as house rent, etc., was \$5,000, the maximum, \$16,200. By 1928-29 the minimum salary had increased to \$5,700, while the maximum salary had jumped to \$30,000. The depression brought salary decreases for college presidents as well as for professors and all other college faculty members. In 1934-35 the lowest salary received by a land-grant college president was \$3,000, and the highest, \$20,500. The following year, however, the low salary had been raised to \$4,590, and the top salary reached \$27,000.

Since the approach to all questions must be through immediate experience, the initial stages of many projects which include common subject matter should differ as much in different schools as the enviroing conditions differ. Individual teachers must be responsible for the use and adaptation of projects growing out of the immediate activities and interests of their own communities.

—LESTER K. ADE



# STATE LIBRARY and MUSEUM

JOSEPH L. RAFTER, M.A., LL.M., J.D., J.S.D.

*Director State Library and Museum*



## How the Pennsylvania State Library and Museum Serves the Public

The State Library and Museum operating through its divisions of General Library, Law Library, Archives, Extension and Museum, serves the folks of Pennsylvania in many important ways.

### General Library

The General Library comprises a collection of over 200,000 books, covering the whole field of knowledge, specializing on history, biography, literature, social science, politics, and government. Service is given to the various departments of the State Government, and to all citizens of the State through the reference work performed in this Division. Books are loaned for home use locally and in cooperation with the Extension Division throughout the State. Over 30,000 volumes of newspapers, some of which date back to the Revolution, afford splendid source material for research workers.

### Variety of Services

The Law Library comprises a collection of 50,000 volumes. The Documents Section preserves and classifies State and Federal publications. The Archives Division collects official manuscripts of the State departments and county governments, all military service records prior to the Civil War, personal papers, church and graveyard records. The Genealogical Section is known and used by every State in the Union and by some foreign countries. The records in this section are of great assistance in locating personal data required under the Unemployment Compensation Law, Old Age Assistance, and insurance claims. The Extension Division maintains a system of traveling libraries, does reference work for public and school libraries, as well as for individuals. It endeavors to make the resources of the General Library available to all parts of Pennsylvania especially to those places without other library service.

### Museum "Pushes Back Horizons"

The State Museum has enjoyed a long period of useful service. It "pushes back the horizon of history" by an exhibit of nearly 90,000 Indian artifacts left by the two great Indian families who were the earliest known residents of the land now named Pennsylvania. It is constantly adding to its stores outstanding and unique objects which will serve to visualize Pennsylvania history from the time of the Dutch, Swedish and the English settlement established by William Penn to the present day. Old exhibits

*(Continued on Page 13, Column 3)*

## Library Expenditures in School Districts Of Pennsylvania

DR. CARL D. MORNEWECK

*Chief, Division of Child Accounting and Research*

The school library is accepted by educators as one of the most valuable assets of a school in order to provide suitable learning facilities for pupils. The past ten years have shown an enormous increase in the number of books borrowed from libraries not only as a result of previous library patrons using more books, but the additional impetus as a result of many persons availing themselves of library opportunities for the first time. The Pennsylvania State Library through its extension division offers opportunities to all persons of the State and is most valuable in the service it can render to those districts having no school or community library facilities. This service consists of loaning books, magazines, pamphlets, and pictures. No cost is requested with the use of the books, except that the borrower is expected to assume responsibility for transportation charges. Library facilities of some sort are thus available to every adult and child in the Commonwealth and it should be the duty of every school district to arouse as much interest in library usage as possible, and to offer as adequate facilities within each school district as possible.

### Types of District Compared

In school districts of the fourth class during 1935-1936 when considering Grades I-XII inclusive, 69.6 percent made no expenditures for libraries; 28.6 percent spent between one cent and ninety-nine cents, and 1.8 percent made expenditures of one dollar or more per pupil in average daily attendance. In school districts of the third class, 16.9 percent made no expenditures for library purposes; 63.3 percent made expenditures between one cent and ninety-nine cents, while 19.8 percent made expenditures of one dollar or more. In school districts of the second class, sixty-five percent made expenditures ranging between one cent and ninety-nine cents, while thirty-five percent made expenditures of one dollar or more.

### In Elementary Schools

In the elementary schools, school districts which had the type of organization comprising the first six grades made the greater expenditures, fifty-five percent of the districts with this type of organization spending nothing; forty-two percent making

expenditures ranging between one cent and ninety-nine cents; and three percent making expenditures of one dollar or more.

In school districts with the elementary organization including the first eight grades, eighty-four percent of these districts made no expenditures, fourteen percent made expenditures ranging from one cent to ninety-nine cents, and two percent spent one dollar or more.

### In Secondary Schools

When considering secondary schools in districts maintaining senior high schools, the greatest expenditures were made by school districts of the second class where sixty-six percent made expenditures of one dollar or more, as compared with forty-six percent in school districts of the third class and no districts of the fourth class attaining this expenditure.

In districts maintaining four-year secondary schools, districts of the third class were more generous in their expenditures for libraries than those of the fourth class, those spending one dollar or more being thirty-nine percent and fifteen percent respectively; those spending from one cent to ninety-nine cents, forty-four and forty-one percent; and those making no contributions, seventeen percent and forty-four percent.

In six-year secondary schools, school districts of the third class as a group made greater expenditures than school districts of the second and fourth class. In the six-year secondary school group, the expenditures in districts of the second and fourth class were identical in each category. The expenditures for districts of the third class and for districts of the second and fourth class (identical) were as follows: one dollar or more, thirty-three and twenty-five percent; one cent to ninety-nine cents, fifty-four and fifty percent; and those spending nothing, thirteen and twenty-five percent.

When considering secondary schools on the basis of enrolment, the expenditures expressed by the lower quartile point, the median, and the upper quartile point are given as follows for the various enrolments: less than 100, \$0.00, \$0.09, and \$.64; enrolments of 100-499, \$0.00, \$.38, and \$.87; for schools with enrolments between 500-999,

*(Continued on Page 13, Column 3)*



# PENNSYLVANIA IN HISTORY

FRANK W. MELVIN, B.S., LL.B.

*Chairman Pennsylvania Historical  
Commission*



## PENNSYLVANIA FOLK FESTIVAL

June 18, 1938

SYLVESTER K. STEVENS

*Historian, Pennsylvania Historical  
Commission*

Bucknell University, which for two years has sponsored the event, has granted the request made by a group of Philadelphians, that the Pennsylvania Folk Festival be held in Philadelphia this year as a friendly gesture to the American Swedish Tercentenary. The Festival will be held at the Grey Towers Estate of Beaver College under the auspices of Beaver College and the Pennsylvania Arts and Sciences Society. The date selected is June 18th.

### Committees and Officials

Bucknell is lending the services of George Korson as festival director. The executive committee which will have charge of the Festival consists of Dr. Walter B. Greenway, president of Beaver College, chairman; Louis Walton Siple, director of the Pennsylvania Arts and Sciences Society, executive director; John W. Drain, music director; Margaret L. Brady, chairman of associated organizations; C. Harry Schwandfeld, business manager; Benton Spruance, art director; Earl E. Smull, supervising principal of Jenkintown schools, educational director; George Korson, festival director; and Walter S. Greenway, secretary.

### Many Nationalities to be Represented

As in previous years, folklore will be presented by groups from the anthracite field, from the Pennsylvania German region, from the northern tier counties, from Swedish, Welsh, Scotch, and other occupational and racial groups.

### New Features

A new feature in this year's program is the plan to make the Festival of special value to schools and for this purpose Mr. Smull has been placed on the executive committee. The Festival this year will be an all day session with large numbers participating in the presentation of the Festival. As planned, there will be over 1,000 participants.

As one class group depended upon for its educational leadership, the teacher is responsible for guiding the children so that they will initiate projects representing not only the purposes immediately significant to them, but which will also lead them into higher levels of purposing, representing larger and higher values of social life.

—LESTER K. ADE

## Pennsylvania Claims Notable Men of Science

Naturalists and Inventors Among Roster of Famous Men

DR. DONALD A. CADZOW

*Archaeologist, Pennsylvania Historical Commission*

Throughout the history of science in America, Pennsylvanians have been notable figures. Audubon, America's greatest ornithologist, was a resident of this State for many years; Oliver Evans was America's first mechanical engineer; Fitch and Fulton invented the steamboat; Samuel Langley worked out the principle of the aeroplane; John Morgan founded American medicine; Philip Physick is the father of American surgery; Joseph Priestly discovered oxygen; Robert Peary first saw the North Pole; and Henry Lick, a Lebanon countian by birth gave to California the observatory which bears his name.

The following is a partial list of Pennsylvania scientists, which indicates the superior contribution and wide variety of scientific enterprises in our State:

Name	Residence	Field	Contribution
Audubon, John J.	Adoption	Ornithologist	
Bartram, John	Philadelphia	Botanist	First botanical garden in America
Brashear, John D.	Pittsburgh	Inventor	Astronomical instruments
Franklin, Benjamin	Adoption	Scientist	Lightning rod
Fulton, Robert	Lancaster	Inventor	Invented steamboat
Holland, Wm. J.	Pittsburgh	Zoologist	Author of Butterfly Book
Lick, Henry	Lebanon County	Scientist	Founded Lick Observatory
Peary, Robert	Cresson	Explorer	Discovered North Pole
Priestly, Joseph	Adoption	Scientist	Discoverer of oxygen
Rothrock, J. F.	McVeytown	Forester	Father of Pennsylvania forestry
Smith, Edgar Fahs	Philadelphia	Chemist	
Westinghouse, Geo. Jr.	Adoption	Inventor	Invented air-brake
Wilson, Thomas	Philadelphia	Ornithologist	

## COMMENCEMENT SUGGESTIONS

Coincidence of the commencement period with the 150th anniversary of the establishment of the Constitution of the United States—an event which occurred on June 21, 1788, through ratification by New Hampshire, the ninth or enabling state—offers a well-timed opportunity for observance in the schools.

Graduation and class day exercises may be variously keyed to the Constitution theme, and teachers should consider how it may best be emphasized in their programs. A number of suggestions are made:

1. Educational and pictorial values may be effectively expressed in pageants, sketches, or other portrayals of historic episodes in the making and adoption of the Constitution.
2. Class orators may take as their subject, "Pennsylvania's part in the Formation and Establishment of the Constitution of the United States."
3. Music of the Constitution era may be attractively utilized.
4. Class gifts to the schools this year might fittingly take the form of group pictures of the "Signers", facsimiles of the Constitution, or other associated subjects.

The Pennsylvania Constitution Commemoration Committee, appointed by Governor Earle, under the State Chairmanship of Albert M. Greenfield, with offices in the Pennsylvania Building, Philadelphia, is prepared to outline available pageants, supply data on music of the formation period, and furnish factual information concerning the birthday of the Constitution.



# PENNSYLVANIA IN HISTORY—Concluded

## Historical Society Activities

SYLVESTER K. STEVENS

*Historian, Pennsylvania Historical Commission*

It is impossible to chronicle all of the outstanding work being performed by the historical societies of the Commonwealth. The York County Society has been able to purchase a new home at 225 East Market Street, York. Money was raised by public subscription for the purpose, showing the public support which can be aroused behind historical groups when it is properly directed.

### Lancaster County Society

The Lancaster County Historical Society played an important part in the ceremonies connected with the celebration of the 150th anniversary of Franklin and Marshall College and the meeting of the Pennsylvania Historical Association. The Society building was visited by numbers of those attending the meeting. The Society placed a marker upon the grave of Thomas Mifflin, and on October 16, unveiled a bronze tablet at the main entrance of Franklin and Marshall College commemorating the part played by Franklin and other members of the original Board of Trustees of the College in the formation of the Constitution.

### Berks County Society

The Berks County Society has worked out a most interesting and valuable idea. Cooperating with the local Automobile Association, it has put out a folder map showing the location of important historic sites within the county in relation to the highways. Accompanying illustrations and items of explanation make an attractive publication apt to forward historical interest. We understand that the Society provided the brains and the Automobile Association the funds. It is an excellent combination and a splendid illustration of practical activity by an historical society.

### Northampton County Society

Another interesting innovation is the development by the Northampton County Society of a Speakers' Bureau. This consists of listing several topics on which speakers will be furnished to organizations desiring their services by the Society. Naturally, the topics deal with local history. Much could be accomplished through a similar procedure by other societies. It is interesting to note that many historical groups are endeavoring to foster the wider use and appreciation of local history in the schools. An excellent method of forwarding the objective is the organization of an essay contest on some subject of local history with an adequate prize. Several of the societies have utilized this with success. Incidentally, work with the schools may be one important means of arousing the interest

of young people in local historical organizations and activities. A recent letter to the Historian complained that the older members of the particular society were passing from the scene and that membership was thereby depleted because of the failure to add new and younger blood. This is an important problem, and one method of meeting it may be through the schools.

### Muncy Historical Society

The Historian is in receipt of an interesting letter from Dr. T. Kenneth Wood of the Muncy Historical Society and Museum of History. This young organization, for it is but one year of age, already has secured 250 members and has in progress a membership drive designed to round up 400 persons interested in local history. That so much can be achieved in so short a time in a small community is a tribute not only to the energy of the founders, but also to the interest in local history developing all over Pennsylvania. The Society has moved into a new home and will hold open house during the Christmas holidays. The home of the Society has been provided by the Borough of Muncy at the really exorbitant rental of \$1.00 a year. Several thousand dollars in WPA and Society funds have been utilized to put the century-old mansion in excellent condition. It has been landscaped by the Muncy Garden Club, an affiliate of the Society, and is one of the most attractive buildings in central Pennsylvania. *Now and Then*, a quarterly bulletin of information on local historical matters, has been adopted by the Society as its official publication.

## Father's Day

June 19, 1938

The annual observance of Father's Day in America is an event worthy of the interest and attention of our citizens. The vital place occupied by fathers in our homes and communities deserves not only our earnest appreciation but our sympathetic understanding and ready cooperation as well.

The fathers of the children and youth of our Commonwealth constitute one of the most influential groups of our citizenry in shaping the destinies of the new generation of society. The individual and collective influence of fathers in terms of good citizenship, social attitudes, and moral character in the future citizens of our State, is inestimable.

The home is the social unit of our democracy. Good homes are the basis of good communities, which in turn determine the essential characteristics of our Commonwealth. It is fitting that we pause in the midst of our daily affairs to recognize and appreciate the fathers who are such a vital force in our families and homes.

—Adapted from the Governor's  
1937 Pronouncement

## FLAG DAY

June 14, 1938

June 14, 1938, marks the One-Hundred-Sixty-First Anniversary of the formal adoption of the Stars and Stripes as the official emblem of the United States. The observance of this anniversary in Pennsylvania, this year, has a two-fold meaning; first, it commemorates an important milestone in the history of the Nation; and second, it signals the first year in which Flag Day in Pennsylvania has been recognized by an Act of the General Assembly.

### A Rededication of Citizens

The celebration of this day betokens a rebirth of Americanism and a rededication of our citizens to the ideals symbolized by "Old Glory". The evolution of the American Nation is wrapped within the bright folds of the American Flag. The strength, courage, sacrifice, and loyalty of a pioneering people, as they struggled through the successive stages of American history are represented in the Colors. Distinguished from every other Flag of the World, the Red, White, and Blue expresses the political independence of a sturdy people, the advancement of a new Nation on the earth, and the power, confidence, and goodwill that characterize our government.

### Young America

The America represented by our Flag is a young Nation—vigorous, aggressive, and alert—created out of the civilizations of the world. Many times in the evolution of young America, the Flag appeared at the battle front. There it always inspired the loyalty of its followers and represented righteous causes such as free government, independence, the rights of citizens, protection of states, preservation of the Union, nationality, defense of the weak, perpetuation of ideals, and making the world safe for democracy.

### Tolerance

Tolerance and goodwill are also symbolized by the American Flag. Born of all nations, the citizens of America have welcomed to their shores millions from other nations of the world. Here, under the banner of freedom and equality for all, America grew, state by state, and added new stars to the Union. Every state became a home for thousands of citizens, and out of their new life has grown new institutions for the development and preservation of American ideals.

### Herald of Future Glory

But the colorful emblem of America not only holds within its brilliant folds the history of the Nation, but heralds the future of our Land of Liberty. The great natural possessions of our Country, as well as the inalienable rights of our citizens, are bequeathed to each successive generation. Under our banner of Freedom, each generation is prepared to make the sacrifices necessary to preserve its heritage for the next and future generations, who in turn are adjured by the Flag to guard these perpetual gifts and use them with the utmost wisdom.

—Adapted from the Governor's  
1937 Proclamation of Flag Day



# School Employes' Retirement Board

H. H. BAISH, M.A., LL.D.

*Secretary School Employes'  
Retirement System*



## Public School Employes' Retirement System

DR. H. H. BAISH

*Secretary, School Employes' Retirement Board*

Membership in the Pennsylvania School Employes' Retirement System is limited to persons employed in the public schools, in the State Teachers Colleges, and in any other employment connected with the public school system of Pennsylvania. The employment must be regular, on a yearly contract basis, and for full-time outside of vacation periods. Substitutes and supply employes are not eligible for membership unless employed for full-time on a yearly contract basis.

### Costs Shared

The retirement fund, which is built on a sound actuarial basis, consists of moneys contributed by the State, the school district, and the employe, and interest earnings on these contributions. The amount contributed by the public is about equal to that contributed by the employe, except that the public makes the entire contribution for service prior to July 1, 1919.

### Optional Retirement

Retirement is optional at or after age sixty-two, and no member is required to contribute to the retirement fund after reaching this age, even though the member should continue in service until age seventy, when retirement is compulsory. If the member continues to contribute after age sixty-two, the employe's annuity part of the retirement allowance will be increased by about ten per cent of the contributions paid after age sixty-two.

### Retirement Allowance

The retirement allowance consists of two annuities, the State Annuity and the Employe's Annuity. The State Annuity equals one one-hundred-sixtieth of the Final Salary multiplied by the total number of years of service, plus one one-hundred-sixtieth of the Final Salary multiplied by the number of years of service rendered prior to July 1, 1919. The Employe's Annuity is determined by the amount of accumulated deductions. Various options are available at retirement.

### In Case of Severance of Service

The retirement system provides for the return of all contributions with interest at four per cent compounded annually to a member who for any reason separates from school service before reaching the retirement age. Should a member die before retirement, the accumulated deductions are

refunded to the estate or to any beneficiary whom the member has designated.

A member with ten or more years of service who becomes mentally or physically incapacitated for the performance of school service before reaching the age of sixty-

two is eligible to receive an annual disability retirement allowance of one-ninetieth of his or her final salary, multiplied by the number of years of service. The minimum disability retirement allowance is thirty per cent of the final salary.

## BUSINESS CALENDAR FOR SCHOOL OFFICIALS

(Concluded from Page 2, Columns 2 and 3)

1	Future Farmers of America Annual Report . . . .	Mimeographed
1	Report on Former Pupils of Agriculture . . . .	Mimeographed
15	Members of School Board . . . . . 317	PIBB-20
30	Annual Perfect Attendance Report . . . . .	Mimeographed
30	Annual Summary Attendance Report (fifteen days after close of school term) . . . . . 2904	PICA-10-13
30	Vocational Education in Homemaking—Annual Report of Home Projects . . . . .	Mimeographed
At close of term	Data Relative to Children Assigned by Court . . . . . 1402	PICA-51
At close of term	Data Relative to Institutional Children . . . . . 1412	PICA-50
At close of term	Annual School Budget . . . . . 563	PIBB-32
<b>JULY</b>		
1	Data for Pennsylvania Education Directory . . . . . 2904	
1	Application for Appropriation for Transportation . . . . . 317	PIBB-12
1	Application for Appropriation for Secondary School Tuition . . . . .	PIBB-14
3	Report of Firms Employing Minors . . . . .	PICA-46
4	Duplicate and Warrant to Tax Collector . . . . . 546	
5	School Year Begins . . . . .	
10	Vocational Home Economics Schools Annual Report . . . . . 3401	PIVE-15
10	Rural Community Vocational Schools and Departments of Vocational Agriculture—Annual Report . . . . . 3401, 3413	PIVE-14
10	Vocational Industrial Schools—Annual Report . . . . . 3401 (3405)	PIVE-13
10	Vocational Industrial Report—Classes for Employed Persons—Affidavit . . . . . 3401 (3405)	PIVE-11
....	Contracts for Transportation of School Children . . . . . 1406	PIBB-19
....	Auditors' Report (at close of audit) . . . . . 2620	AD-21
....	Application for Permission to Establish Secondary School or Extend Program of Studies . . . . . 1701	Mimeographed
....	Application for Authorization to Operate Vocational Home Economics Departments . . . . . 3401	Mimeographed
....	Application for Authorization to Operate a state-aided Vocational Industrial School for Employed Persons . . . . . 3407	Mimeographed



## Can Education Cope With New Conditions Affecting Vocational Life?

DR. LESTER K. ADE

*Superintendent of Public Instruction*

### THE VOCATIONAL TREND IS ACTIVE

**T**HE constantly shifting emphasis on different vocations, the development of new vocations, and the modification of techniques within vocations, offer a persistent challenge to those who are charged with providing an educational program suited to the vocational life of modern times. These ever-changing conditions have brought about a general active interest in occupational activities in the school. For example, over a million adults and minors over fourteen years of age are now being educated in some 300 occupations by Federal-aided schools. Our evening schools are accommodating more than 100,000 adult farmers and 150,000 wage earning adults. Youth in part-time schools and regular secondary schools who are engaging in major vocational programs number almost a half million.

### INDIVIDUAL AND SOCIAL INTERESTS

Our modern economic system demands vocational efficiency in production, distribution, and consumption of necessary materials. The present high standard of living also demands well developed skills and abilities on the part of those who contribute to this area of our social life. Nor should the welfare of the individual be lost sight of in the vocational educational program. The livelihood, health, companionship, and central purposes of our people are all comprised in an adequate vocational system of education. Every employe should be made conscious of the fact that he is rendering a specific and essential vocational service to society.

A well regulated and adequate program of vocational education promotes social integration. Those participating in useful occupations come to feel a common conception of the vital part their services play in social stability and progress. On the material side, society needs their participation to satisfy the requirements for such essentials as food, shelter, clothing, homes, transportation, recreation, labor, finances, and other services. On the purely social side, society depends on vocational activities for security, justice, freedom, variety, truth, beauty, and health. To secure these, society has called into play more than 600 distinct vocations. The maintenance of these vocational services on a high plane, and their development in accordance with new needs, constitutes an imposing challenge to modern education.

### VOCATIONAL EXPANSION IS ESSENTIAL TO MODERN LIFE

Our Federal and State Governments are alert to recognize the need for an expanded program of vocational education. Evidence of this recognition is seen in the ever increasing appropriations of funds for use in the future development of this program in the public schools. Today, almost 6,000 localities are being served by vocational education programs in agriculture alone. Yet, it is estimated that 9,000 other rural communities are definitely in need of this service. Only 23,000 of our three million farm boys out of school receive part-time instruction in vocational agriculture.

In other general fields there is a similar need of additional educational services. For example, only one in ten communities of over ten thousand population provides preparatory industrial education other than for commercial occupations. There

is also a distinct need for additional programs for the preparation of wives and daughters. The life of the home, comprising wise, conservative, intelligent consumption and balanced production, determines in a high degree the economic status of our society. Educational offerings in the distributive occupations including salesmanship, stock-room services, commercial traffic, and the like, are needed to give assurance to the economic welfare of individuals and of society. These conditions call for an expansion of vocational education.

### USE OF LEISURE

In considering the need for expansion of vocational education a special fact should be well noted; namely, that with the decreasing work hours, there is a corresponding increase of leisure time. Accordingly, every sound vocational educational program should recognize the need of preparing our youth for the wise use of leisure time. This is a part of vocational education just as it is a part of general education. Occupational education with no cultural content is inadequate. The modern program directs its efforts toward the social function of vocational education. It eliminates the individual competitive idea of success. It prepares students for the adjustment of social ideas to realities of life. It gives attention to the history and status of the occupational life of the people. It comprises the fundamental problems of the whole field of vocational life.

### THE SCHOOLS FACE A VAST NEW OBLIGATION

In view of the unsettled circumstances of our vocational life, the challenge to education becomes greatly evident. It falls to the lot of education to provide for our children, youth, and adults authentic information, sympathetic counsel, and useful experiences in their vocational preparation. This stimulation should work from within the individual rather than be imposed from without. In aiding the individual to reach a satisfactory status in life, education should guide him in the difficult art of self-discovery. It should help him to analyze occupations, choose wisely a career suited to his interest and capacities, prepare in an effective way for his chosen vocation, make his entrance into the practice of the occupation, and finally, to follow through with a program of continuous adjustment to life.

### COMPETENT PERSONNEL

To achieve these purposes it becomes necessary for education to prepare professional personnel competent to render these services to our youth. Our teachers must manifest a genuine interest in the students, possess an intelligent understanding of their needs and capacities, and practice, at all times, patience, tact, and the spirit of service.

Having a competent personnel to direct the vocational activities of students, education still finds it necessary to adapt its present program and to extend its services into new fields. There is definite need for additional opportunities in conservation, aviation, commercial enterprises, cooperative marketing, stock-improvement, soil erosion, diversification of crops and forestry, subsistence agriculture, cooperative organizations of farmers, safety practices, radio and motion picture activities, budget management, and other forward looking vocational programs now in progress.

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